

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, problem statements, the objectives of the study, the benefits of the study, and the scope of the study.

### **A. Background of Study**

Rapid technological development brings many impacts and changes to various sectors of life, including in the field of education. The development of technology requires institutions, teachers, schools, parents, communities, and various education to organize learning involving technology and internet networks. Therefore, the learning process needs to adapt to technological developments through electronic learning systems or often called e-learning.

Electronic learning (e-learning) is seen as able to bridge and overcome various conventional learning issues such as the bordering of learning materials and resources, low student involvement in the learning process, teacher-centered learning only, limited space and physical infrastructure, and various other problems (Linjawi & Alfadda, 2018; Warsito et al., 2019). In addition, e-learning can present a flexible and dynamic learning process (Sfenrianto et al., 2018), increase the role and participation of learners (Saifuddin, 2017), and can improve learning outcomes (Muhajir et al., 2019).

The application of e-learning in various institutions has been widely done, especially in universities. There is a wide selection of e-learning systems that can be used in aligning materials, both based on Learning Management System (LMS), Learning Content Management System (LCMS), and Social Learning Network (SLN) (Joshua et al., 2015). One of the e-learning media that is very familiar and widely used these days is open learning.

Open learning is an LMS online learning platform that prioritizes the delivery of learning content to students and supports a variety of media teaching materials of lecturers or teachers in the form of text, images, videos, audio, and discussion features such as social media that make it easier for lecturers and students to interact interactively in supporting the learning process or online lectures.

Perception is defined by Kuartal and Trito (Puspita et al., 2017) as the process of introducing and identifying something using the five senses. Perception is also

seen as the process of entering messages or information into the human brain (Slameto, 2010). Thus, students' perception of e-learning ICT lectures with open learning media can be understood as a cognitive process that produces views, opinions, and responses related to e-learning ICT lecture activities with open learning media followed as a result of information and experiences that are harmed or experienced by students.

In this study, students' perceptions of e-learning-based lectures were focused on two aspects. First, students' perception of open learning as a lecture media based on e-learning is used. Furthermore, this aspect is seen and analyzed based on 4 indicators, namely ease of access (accessibility), ease of use, the usefulness of use, and the satisfaction of use. Second, the perception of students related to the quality of the process of conducting e-learning-based lectures with open learning media.

Based on the explanation above, the researchers focused this research on the Muhammadiyah University of Surakarta, especially in the Department of English Education in ICT courses, and the problem. ICT and multimedia for ELT courses are one of the courses that use open learning as a medium of e-learning learning, ICT courses are 7th-semester courses where students are taught to design, make videos and compile pm, and then assignments from ICT courses are collected using open learning media.

The reason the researcher raised this issue is because of the importance of identifying how students perceive open learning in ICT courses and the problems encountered and the researcher will take as many as 1researchers. Researchers also tried to reveal students' perceptions of each aspect as well as for each indicator.

This aims to provide an overview of the views, responses, and perceptions of students related to the implementation of e-learning ICT-based lectures with open learning both in general and based on every aspect and indicator of perception. Therefore, researchers are interested in conducting research with the title "PERCEPTIONS OF ENGLISH EDUCATION STUDENTS TOWARD THE USE OF OPEN LEARNING APPLICATION TO TEACH ICT AND MULTIMEDIA FOR ELT AT UNIVERSITAS MUHAMMADIYAH SURAKARTA".

## **B. Problem Statements**

The researcher formulated the problems as follows:

1. How do students perceive open learning applications at

Universitas Muhammadiyah Surakarta?

2. What are the difficulties faced by students joining ICT by using open learning at the department of English education at Universitas Muhammadiyah Surakarta?
3. How to solve the problems students face when using open learning applications at the department of English education at Universitas Muhammadiyah Surakarta?
4. How does open learning have a positive impact on ICT courses at the department of English education at Universitas Muhammadiyah Surakarta?
5. What are the future suggestions for open learning to become an application that is suitable for use at the department of English education at Universitas Muhammadiyah Surakarta?

### **C. Objectives of the Study**

From the previous research problem, the research objectives are:

1. To describe the perception of students towards open learning application at Universitas Muhammadiyah Surakarta.
2. To describe the difficulties faced by students in learning ICT by using open learning at the department of English education at Universitas Muhammadiyah Surakarta.
3. To describe the solution to the problems faced by students in using an open learning application at the department of English education at Universitas Muhammadiyah Surakarta.
4. Describe the positive impact of open learning for ICT courses at the department of English education at Universitas Muhammadiyah Surakarta.
5. Describe suggestions for open learning to be better in the future at the department of English education at Universitas Muhammadiyah Surakarta.

### **D. Benefits of the Study**

In this research, the researcher expects the research to provide the following benefits, both theoretically and practically:

## 1. Practically Benefits

### a. For the researcher

This study highlights the problems faced by English language education students in ICT courses and finds out how to solve them, especially regarding the use of open learning.

### b. For the students

This research is expected to provide information to English education students about open learning as a means of good and alternative ICT courses.

### c. For the teacher

This research is expected to help teachers in teaching ICT subjects with open learning for students of English education at Universitas Muhammadiyah Surakarta.

### d. For the next researcher

This research is expected to be a reference for other researchers who have the same research

## 2. Theoretical Benefit

Usually, the results of this research can be committed to education and learning in the future so that the learning system becomes simple and easy to use open learning.

## **E. Scope of the Study**

The examination gives the extent of this review to limit the focal points of exploration. For this review, the researcher focused on the best way to use open learning as a tool in ICT courses for students of English education at Universitas Muhammadiyah Surakarta.